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# NSSE 2023

## High-Impact Practices

State University of New York at Cortland

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### About Your *High-Impact Practices* Report

Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." High-Impact Practices (HIPs) share several traits: They demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and students, encourage collaboration with diverse others, and provide frequent and substantive feedback. As a result, participation in these practices has the potential to be very influential and rewarding (Kilgo et al., 2015; Kuh, 2008). NSSE founding director George Kuh recommends that institutions should aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major (NSSE, 2007).

NSSE asks students about their participation in the six HIPs shown in the box at right. Unlike most questions on the NSSE survey, the HIP questions are not limited to the current school year. Thus, senior students' responses include participation from prior years.

#### *High-Impact Practices in NSSE*

##### Service-Learning

Courses that included a community-based project

##### Learning Community

Formal program where groups of students take two or more classes together

##### Research with Faculty

Work with a faculty member on a research project

##### Internship or Field Experience

Internship, co-op, field experience, student teaching, or clinical placement

##### Study Abroad

##### Culminating Senior Experience

Capstone course, senior project or thesis, portfolio, recital, comprehensive exam, etc.

### Report Sections

#### Participation Comparisons (p. 3)

Displays HIP participation for your students compared with that of students at your comparison group institutions. Two views present insights into your students' HIP participation:

##### Overall HIP Participation

Displays the percentage of students who participated in one HIP and in two or more HIPs, relative to those at your comparison group institutions.

##### Statistical Comparisons

Comparisons of participation in each HIP and overall for your students relative to those at comparison group institutions, with tests of significance and effect sizes.

#### Response Detail (pp. 4-5)

Provides complete response frequencies for the relevant HIP questions for your students and those at your comparison group institutions. First-year results include a summary of their expectations for future HIP participation.

#### Participation by Student Social Identities and Experiences (p. 6-End)

Displays your students' participation in each HIP by selected student social identities and experiences.

### Interpreting Comparisons

*HIP participation varies more among students within an institution than it does between institutions*, like many experiences and outcomes in higher education. As a result, focusing attention on overall participation rates amounts to examining the tip of the iceberg. It is equally important to understand how student engagement (including HIP participation) varies *within* your institution. The table beginning on page 6 provides an initial look at how HIP participation varies by selected student social identities and experiences. Your NSSE Tableau dashboard and Report Builder (released in the fall) offer further perspectives on internal variation to help you investigate your students' HIP participation in depth.

Kilgo, C. A., Sheets, J. K. E., & Pascarella, E. T. (2015). The link between high-impact practices and student learning: Some longitudinal evidence. *Higher Education, 69*, 509-525.

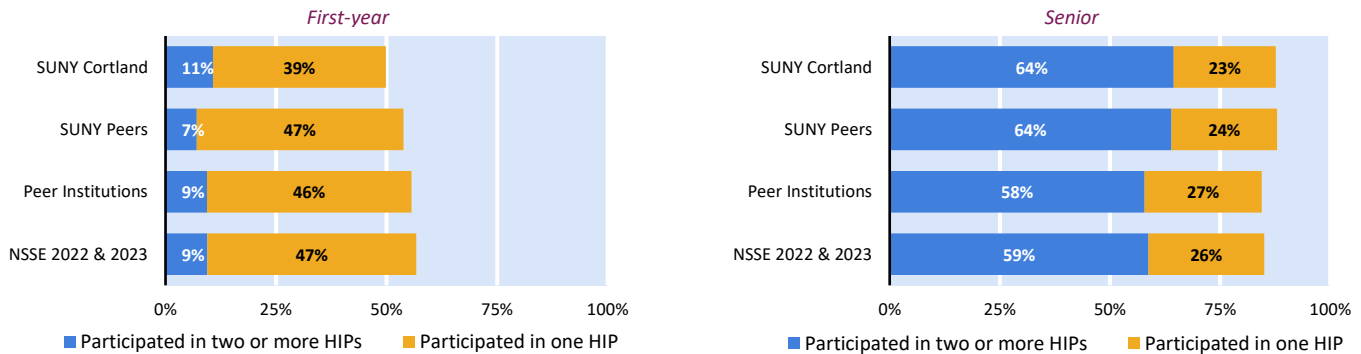
Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Association of American Colleges and Universities.

National Survey of Student Engagement (2007). *Experiences that matter: Enhancing student learning and success—Annual Report 2007*. Indiana University Center for Postsecondary Research.

Rocconi, L.M., & Gonyea, R.M. (2018). Contextualizing effect sizes in the National Survey of Student Engagement: An empirical analysis. *Research & Practice in Assessment, 13* (Summer/Fall), pp. 22-38.

## Overall HIP Participation

The figures below display the level of participation of students in High-Impact Practices. Both figures include participation in service-learning, learning communities, and research with faculty. The senior figure also includes participation in internships or field experiences, study abroad, and culminating senior experiences. The first segment in each bar shows the percentage who participated in at least two HIPs, and the full bar (both colors) represents the percentage who participated in at least one.



## Statistical Comparisons

The table below displays the percentage of your students who participated in a given High-Impact Practice, including the percentage who participated in at least one or in two or more HIPs. It also graphs the difference, in percentage points, between your students and those of your comparison groups. Blue bars indicate how much higher your institution's percentage is compared to the comparison group. Dark red bars indicate how much lower your institution's percentage is compared to the comparison group. (Comparison group percentages appear on the following pages.)

*Your students' participation compared with:*

	SUNY Cortland	SUNY Peers		Peer Institutions		NSSE 2022 & 2023		
	%	Difference <sup>a</sup>	ES <sup>b</sup>	Difference <sup>a</sup>	ES <sup>b</sup>	Difference <sup>a</sup>	ES <sup>b</sup>	
<i>First-year</i>								
Service-Learning	47	-3	-.05	-5	-.10	-5	-.10	
Learning Community	9	+2	.07	-1	-.02	-2	-.07	
Research with Faculty	9	+3	.12	+3	.11	+4	.14	
<b>Participated in at least one</b>	50	-4	-.08	-6	-.12	-7	-.14	
<b>Participated in two or more</b>	11	+4	.13	+1	.04	+1	.04	
<i>Senior</i>								
Service-Learning	66	+9	* .18	+5	.11	+7	* .14	
Learning Community	27	+6	* .15	+6	* .15	+5	.11	
Research with Faculty	18	-9	** -.22	-4	-.09	-4	-.10	
Internship or Field Exp.	62	+9	* .17	+15	*** .30	+14	*** .27	
Study Abroad	7	+1	.02	+1	.03	-1	-.05	
Culminating Senior Exp.	32	-19	*** -.39	-14	*** -.29	-14	*** -.29	
<b>Participated in at least one</b>	88	-0	-.01	+3	.09	+3	.08	
<b>Participated in two or more</b>	64	+1	.01	+7	* .14	+6	.12	

a. Percentage point differences (institution – comp. group) rounded to whole numbers. Values less than one may not display a bar and may be shown as +0 or -0.

b. Cohen's *h* (standardized difference between two proportions). Effect sizes indicate the practical importance of observed differences. For service-learning, internships, study abroad, and culminating senior experiences, an ES of about .2 may be considered small, .5 medium, and .8 large. For learning community and research with faculty, an ES of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2018).

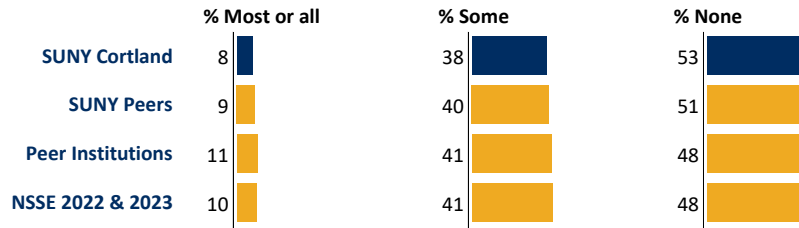
\**p* < .05, \*\**p* < .01, \*\*\**p* < .001 (*z*-test comparing participation rates).

Note: Participation includes the percentage of students who responded "done or in progress" except for service-learning which is the percentage who responded that at least "some" courses included a community-based project. All results weighted by institution-reported sex and enrollment status (and by institution size for comparison groups).

## First-year students

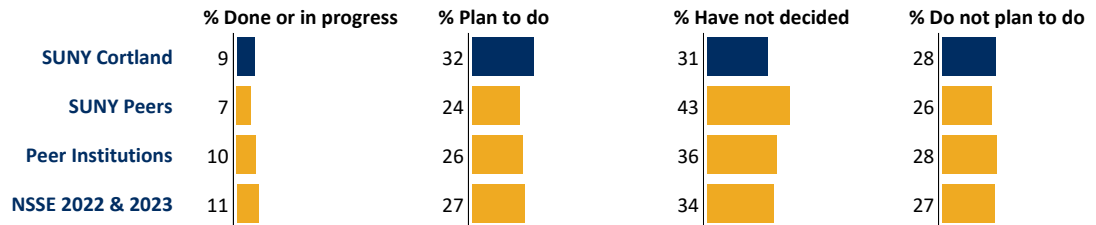
### Service-Learning

About how many of your courses at this institution have included a community-based project (service-learning)?



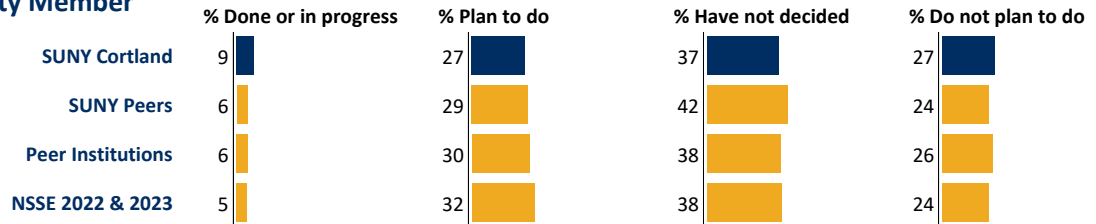
### Learning Community

Participate in a learning community or some other formal program where groups of students take two or more classes together.



### Research with a Faculty Member

Work with a faculty member on a research project.



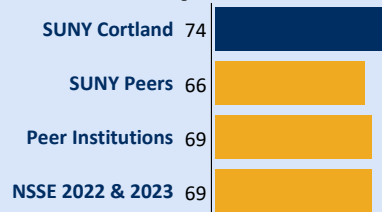
## Plans to Participate<sup>a</sup>

Knowing whether first-year students *plan* to participate in upper-division HIPs can reveal insights about HIP demand, awareness of opportunities, and the clarity of institutional information. These results might also point to topics for additional exploration, such as what contributes to students' expectations, their assumptions about who can participate, or why other students are undecided or have no plans to participate in the activity.

### Percentage responding "Plan to do"

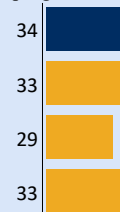
#### Internship or Field Experience

Participate in an internship, co-op, field experience, student teaching, or clinical placement.



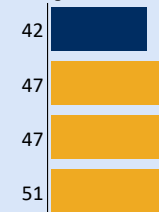
#### Study Abroad

Participate in a study abroad program.



#### Culminating Senior Experience

Complete a culminating senior experience (capstone course, senior project or thesis, portfolio, recital, comprehensive exam, etc.).



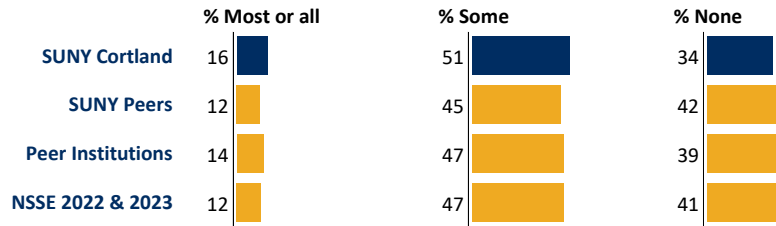
a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

Note: Results weighted by institution-reported sex (including "Another" and "Unknown" when provided) and enrollment status (and institutional size for comparison groups).

## Seniors

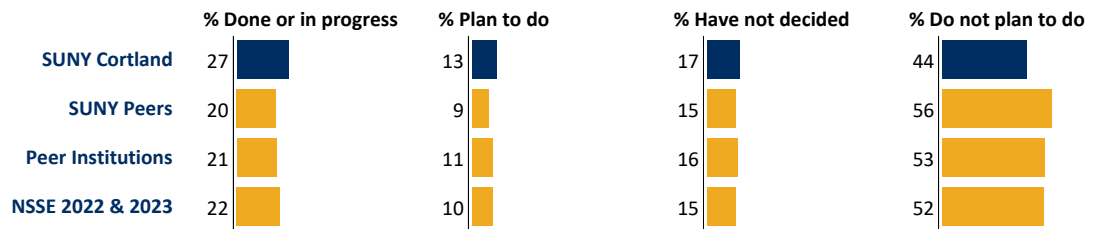
### Service-Learning

About how many of your courses at this institution have included a community-based project (service-learning)?



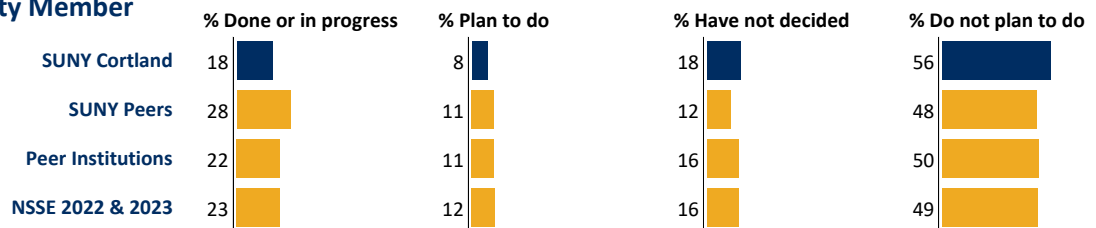
### Learning Community

Participate in a learning community or some other formal program where groups of students take two or more classes together.



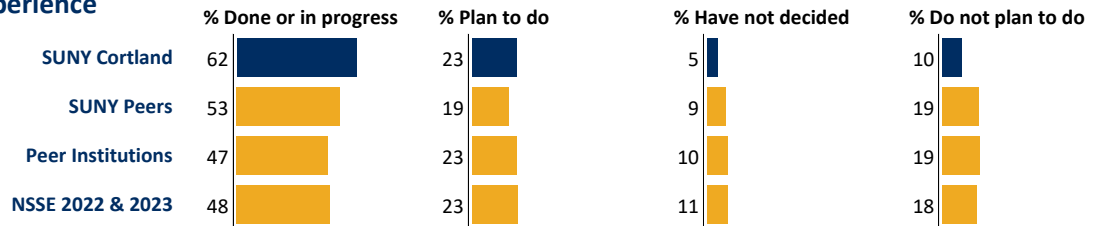
### Research with a Faculty Member

Work with a faculty member on a research project.



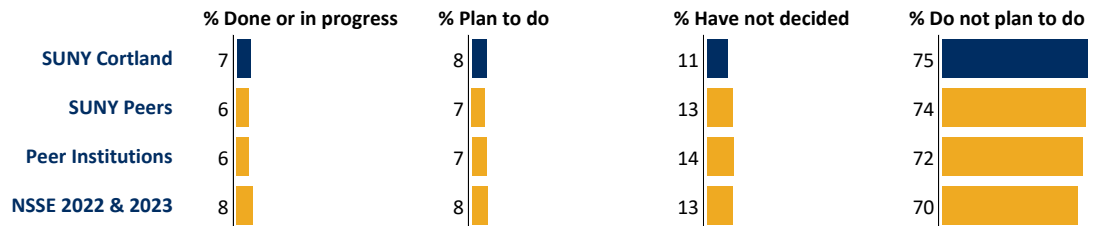
### Internship or Field Experience

Participate in an internship, co-op, field experience, student teaching, or clinical placement.



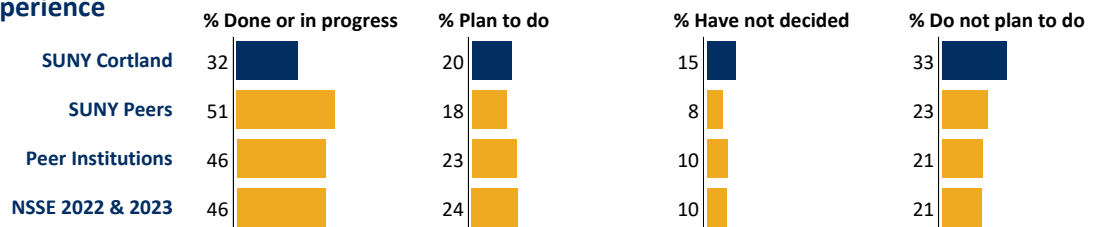
### Study Abroad

Participate in a study abroad program.



### Culminating Senior Experience

Complete a culminating senior experience (capstone course, senior project or thesis, portfolio, recital, comprehensive exam, etc.).



Note: Results weighted by institution-reported sex (including "Another" and "Unknown" when provided) and enrollment status (and institutional size for comparison groups).

## Participation in High-Impact Practices by Student Social Identities and Experiences

Examining participation rates for different groups offers insight into how engagement varies within your student population. The table below displays participation in each HIP by selected social identities and experiences. Details include the number of HIP participants (N), the number within the group who responded to the item (total), and the group participation percentage (%).

	<i>First-year</i>						<i>Senior</i>											
	Service-Learning		Learning Community		Research with Faculty		Service-Learning		Learning Community		Research with Faculty		Internship or Field Experience		Study Abroad		Culminating Senior Experience	
Major category <sup>a</sup>	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Arts & humanities	2/2	100	0/2	0	0/2	0	11/17	65	4/17	24	7/17	41	11/17	65	1/17	6	10/17	59
Bio. sci., agric., and natural res.	5/7	71	0/7	0	2/7	29	5/10	50	2/10	20	3/10	30	6/10	60	0/10	0	3/10	30
Physical sci., math, computer sci.	1/2	50	0/2	0	1/2	50	0/2	0	0/2	0	0/2	0	0/2	0	0/2	0	0/2	0
Social sciences	10/15	67	4/15	27	3/15	20	17/34	50	7/34	21	13/34	38	11/34	32	4/34	12	13/34	38
Business	3/9	33	0/9	0	0/9	0	2/4	50	1/4	25	0/4	0	1/4	25	0/4	0	0/4	0
Communications, media, public rel.	3/4	75	1/4	25	2/4	50	7/12	58	1/12	8	2/12	17	9/12	75	2/12	17	5/12	42
Education	23/50	46	3/51	6	3/51	6	79/109	72	50/109	46	13/110	12	90/110	82	9/110	8	30/110	27
Engineering	0/1	0	1/1	100	0/1	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0
Health professions	8/18	44	0/17	0	1/18	6	22/39	56	7/39	18	7/38	18	17/39	44	4/39	10	6/39	15
Social service professions	2/5	40	1/5	20	0/5	0	6/7	86	2/7	29	1/7	14	3/7	43	0/7	0	2/7	29
Undecided/undeclared	1/3	33	1/3	33	1/3	33	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0
<b>Transfer status</b>	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Started here	60/122	49	11/122	9	12/123	10	92/142	65	42/143	29	35/142	25	97/143	68	16/143	11	39/143	27
Started elsewhere	2/5	40	1/5	20	1/5	20	70/111	63	35/109	32	15/111	14	63/111	57	5/111	5	36/111	32
<b>Enrollment status<sup>b</sup></b>	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not full-time	0/2	0	0/2	0	1/2	50	7/8	88	0/8	0	2/8	25	5/8	63	1/8	13	4/8	50
Full-time	65/133	49	12/135	9	12/136	9	162/254	64	80/254	31	50/255	20	162/258	63	20/256	8	74/256	29
<b>First-generation<sup>c</sup></b>	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Continuing generation	41/81	51	7/80	9	8/81	10	80/137	58	42/137	31	28/137	20	92/137	67	13/137	9	48/137	35
First-generation	14/37	38	4/37	11	3/37	8	76/108	70	33/108	31	21/108	19	64/109	59	8/109	7	25/109	23
I prefer not to respond	6/8	75	1/8	13	2/8	25	8/10	80	2/9	22	2/10	20	4/10	40	0/10	0	2/10	20
<b>Race/ethnicity<sup>d</sup></b>	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Asian	1/2	50	0/2	0	0/2	0	3/4	75	1/4	25	1/4	25	1/4	25	0/4	0	2/4	50
Black or African American	3/8	38	1/8	13	2/8	25	2/7	29	3/7	43	3/7	43	4/7	57	0/7	0	4/7	57
Hispanic, Latina/o, Latine, or Latinx	9/16	56	2/16	13	1/16	6	23/35	66	12/35	34	11/35	31	24/35	69	3/35	9	13/35	37
Indigenous, American Indian, etc.	0/1	0	0/1	0	0/1	0	1/2	50	0/2	0	0/2	0	1/2	50	0/2	0	2/2	100
Middle Eastern or North African	0/2	0	0/2	0	0/2	0	0/1	0	0/1	0	0/0	0	1/1	100	0/1	0	0/1	0
Native Hawaiian or Pacific Islander	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0
White	47/104	45	8/103	8	11/104	11	139/213	65	65/213	31	39/213	18	134/214	63	18/214	8	61/214	29
Another race or ethnicity	0/1	0	0/1	0	0/1	0	1/1	100	1/1	100	0/1	0	0/1	0	0/1	0	0/1	0
I prefer not to respond	3/5	60	0/5	0	0/5	0	3/7	43	2/6	33	1/7	14	5/7	71	0/7	0	2/7	29

## Participation in High-Impact Practices by Student Social Identities and Experiences

Examining participation rates for different groups offers insight into how engagement varies within your student population. The table below displays participation in each HIP by selected social identities and experiences. Details include the number of HIP participants (N), the number within the group who responded to the item (total), and the group participation percentage (%).

	<i>First-year</i>						<i>Senior</i>											
	Service-Learning		Learning Community		Research with Faculty		Service-Learning		Learning Community		Research with Faculty		Internship or Field Experience		Study Abroad		Culminating Senior Experience	
	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
<b>International status</b>																		
Not an international student	58/122	48	11/121	9	13/122	11	161/251	64	76/250	30	50/251	20	158/252	63	19/252	8	74/252	29
International student	2/3	67	0/3	0	0/3	0	3/4	75	2/4	50	1/4	25	3/4	75	2/4	50	2/4	50
<b>Gender identity<sup>d</sup></b>																		
Woman	40/80	50	7/80	9	10/80	13	115/189	61	67/188	36	40/188	21	122/189	65	16/189	8	50/189	26
Man	16/40	40	5/39	13	3/40	8	42/57	74	9/58	16	9/58	16	33/58	57	3/58	5	22/58	38
Agender or gender neutral	0/0		0/0		0/0		1/1	100	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0
Demigender	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Genderqueer, non-binary, etc.	1/2	50	0/2	0	0/2	0	2/4	50	0/4	0	2/4	50	2/4	50	1/4	25	3/4	75
Genderfluid	0/2	0	0/0		0/0		1/1	100	1/1	100	1/1	100	1/1	100	1/1	100	1/1	100
Two-spirit	1/1	100	0/1	0	0/1	0	0/0		0/0		0/0		0/0		0/0		0/0	
Cis/Cisgender	3/6	50	1/6	17	0/6	0	7/13	54	5/13	38	3/13	23	10/13	77	0/13	0	3/13	23
Trans/Transgender	0/0		0/0		0/0		1/2	50	0/2	0	1/2	50	1/2	50	1/2	50	1/2	50
Questioning or unsure	0/1	0	0/1	0	1/1	100	1/1	100	0/1	0	1/1	100	1/1	100	0/1	0	1/1	100
Another gender identity	0/0		0/0		0/0		1/2	50	0/2	0	0/2	0	1/2	50	0/2	0	2/2	100
I prefer not to respond	3/4	75	0/4	0	0/4	0	2/2	100	0/1	0	0/2	0	2/2	100	0/2	0	0/2	0
<b>Sexual orientation<sup>d</sup></b>																		
Straight or heterosexual	54/105	51	10/104	10	12/105	11	141/211	67	71/212	33	36/212	17	136/212	64	16/212	8	59/212	28
Bisexual	3/7	43	1/7	14	0/7	0	15/25	60	5/24	21	9/24	38	14/25	56	5/25	20	10/25	40
Lesbian	1/4	25	1/4	25	0/4	0	1/3	33	1/3	33	1/3	33	1/3	33	0/3	0	1/3	33
Gay	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Queer	0/0		0/0		0/0		4/7	57	1/7	14	2/7	29	4/7	57	1/7	14	4/7	57
Pansexual or polysexual	1/3	33	0/3	0	1/3	33	0/1	0	1/1	100	1/1	100	1/1	100	0/1	0	1/1	100
Ace, gray, or asexual	0/0		0/0		0/0		5/5	100	2/5	40	1/5	20	4/5	80	0/5	0	2/5	40
Demisexual	0/1	0	0/1	0	0/1	0	2/3	67	1/3	33	2/3	67	3/3	100	0/3	0	1/3	33
Questioning or unsure	0/1	0	0/1	0	0/1	0	3/6	50	0/6	0	1/5	20	5/6	83	0/6	0	1/6	17
Another sexual orientation	0/0		0/0		0/0		1/2	50	0/2	0	0/2	0	1/2	50	0/2	0	2/2	100
I prefer not to respond	2/5	40	0/5	0	0/5	0	3/7	43	0/6	0	3/7	43	5/7	71	0/7	0	2/7	29
<b>Age<sup>b</sup></b>																		
FY 21+, Seniors 25+	1/3	33	0/3	0	1/3	33	12/21	57	6/20	30	5/21	24	11/21	52	1/21	5	8/21	38
FY < 21, Seniors < 25	64/132	48	12/134	9	12/135	9	157/241	65	74/242	31	47/242	19	156/245	64	20/243	8	70/243	29

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	Service-Learning		Learning Community		Research with Faculty		Service-Learning		Learning Community		Research with Faculty		Internship or Field Experience		Study Abroad		Culminating Senior Experience	
	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
<b>Disability status<sup>d</sup></b>																		
Sensory disability	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Physical disability	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Mental health or develop. disability	6/12	50	3/12	25	2/12	17	12/18	67	7/18	39	7/17	41	15/18	83	1/18	6	6/18	33
Another disability or condition	0/6	0	0/0		0/6	0	3/3	100	1/3	33	0/12	0	3/3	100	0/0		1/3	33
Multiple types of disab. or cond.	3/6	50	0/6	0	0/6	0	16/22	73	5/21	24	6/22	27	11/22	50	1/22	5	7/22	32
No disability or condition	46/94	49	8/93	9	9/94	10	124/199	62	61/199	31	33/199	17	122/199	61	19/199	10	58/199	29
I prefer not to respond	3/6	50	0/6	0	2/6	33	8/11	73	3/11	27	4/12	33	8/12	67	0/12	0	3/12	25
<b>Residence</b>																		
Not on campus	4/8	50	0/8	0	2/8	25	143/217	66	65/216	30	42/217	19	137/218	63	16/218	7	65/218	30
On campus	55/116	47	11/115	10	11/116	9	21/37	57	12/37	32	9/37	24	23/37	62	5/37	14	11/37	30
<b>Athlete status</b>						0				0								
Not an athlete	46/104	44	11/103	11	12/104	12	136/219	62	69/218	32	46/219	21	137/220	62	18/220	8	64/220	29
Student-athlete	13/19	68	0/19	0	1/19	5	27/33	82	7/33	21	5/33	15	21/33	64	3/33	9	12/33	36
<b>Greek membership</b>																		
Not a member	54/116	47	10/115	9	13/116	11	139/214	65	56/213	26	43/214	20	132/215	61	14/215	7	65/215	30
Member	4/6	67	1/6	17	0/6	0	18/32	56	17/32	53	4/32	13	21/32	66	5/32	16	7/32	22
<b>Military status</b>																		
No military service	57/120	48	11/119	9	12/120	10	160/249	64	75/248	30	50/249	20	157/250	63	21/250	8	73/250	29
Current or former military service	0/0		0/0		0/0		3/4	75	1/4	25	1/4	25	2/4	50	0/4	0	2/4	50
<b>Satisfaction<sup>e</sup></b>																		
Fair or poor	12/26	46	2/26	8	4/26	15	21/40	53	9/38	24	4/40	10	25/40	63	2/40	5	12/40	30
Good or excellent	51/103	50	10/103	10	9/104	9	142/215	66	69/216	32	46/215	21	134/216	62	19/216	9	63/216	29
<b>Overall</b>	65/135	47	12/137	9	13/138	9	169/262	66	80/262	27	52/263	18	167/266	62	21/264	7	78/264	32

Notes: Results are of those responding "done or in progress" except for service-learning which is the percentage responding that at least "some" courses included a community-based project. Results are unweighted, except for overall percentages which are weighted by sex and enrollment status. Percentages are within-group and can be read, for example, "X% of business major respondents participated in a learning community."

- a. NSSE's default categories, based on first major if more than one was reported. Customizable major categories are available in your NSSE Tableau dashboards and Report Builder (released in the fall). Excludes majors categorized as "all other."
- b. Institution-reported variable.
- c. No parent, guardian, or person who raised you holds a bachelor's degree.
- d. Select-all-that-apply item; students may be represented in more than one category.
- e. Based on responses to "How would you evaluate your entire educational experience at this institution?"